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PSYCHOLOGICAL CONTRIBUTIONS TO WORLD UNDERSTANDING¹

GOODWIN WATSON

Teachers College, Columbia University

CONFIDENCE that psychology can contribute to better world understanding rests upon some significant achievements in improving human relations. Psychologists have demonstrated that they can enable an employer to select personnel in ways which will remarkably reduce the misfits. Application of well-recognized insights in the psychology of morale—giving the worker a greater sense of participation and ego-involvement—will raise the level of work satisfaction in almost any plant. Social psychology has laid a foundation for the developing profession of group work. Action research, such as that carried out by the Commission on Community Interrelations of the American Jewish Congress, has brought out the importance of attacking segregation rather than prejudice, offering equal status contacts, training for incident control by role playing, and mobilizing the resources of a community in self-survey.

Despite these and other evidences that psychology can make a difference in social relations, we approach the grave problems of the present world in a spirit of humility. Doctor Fremont-Smith's proposal to the International Conference of Mental Hygiene that a kind of cyclotron be built by social scientists to smash prejudice and release the forces of good will is a little staggering. We prefer the reminder of Mr. R. A. Butler, speaking before the same body: "There is more unknown territory in the human mind than remains undiscovered on the globe." Our humility is enhanced by the experience which I share with many of you in watching the almost complete contradiction in modern child development practice of some of the principles we were advocating 25 years ago.

As a further contribution to our humility and insight, I should like to review with you the ten principles on human nature and peace to which two

thousand psychologists subscribed only a few years ago. The time was the summer of 1944, while our forces were still battling desperately in Normandy. The manifesto has not been contradicted by more recent research. The principles remain true, but they do not come to grips with the problem of peace as we face it today. One of the most instructive things that psychologists might do is to re-examine what we said then and what we failed to say; to see whether we may not discover a few general tendencies which can be corrected as we broaden our attack on great social problems.

The first of the ten principles proclaimed: "War can be avoided; it is not born in man,—it is built into man." The discussion further suggested that frustration lies at the root of aggressive wars. It is difficult to identify the war threat today with the most frustrated peoples. International aggression does not seem to spring from the Mexican peon, the harassed small business man of France, or the hungry villager in India. It is not the Negro section of the United States, with all its frustration, which is in the forefront of the demand for quick military action. Among those most eager for an attack on the U. S. S. R., the well-fed are very well represented.

The second principle asks that planning for permanent peace enlist the strong motivation of adults to provide a better life for children. This is psychologically sound, but non-directive. The most extreme advocates of militancy and the most extreme pacifists both justify their programs by appeal to security for children.

The third principle calls attention to the fact that racial, national, and group prejudices are learned, and can be controlled through information and training. At this point our analysis ceased. We announced that hatreds need not be inculcated, but we did not examine the forces which control information and training. The heart of the issue is really the nature and dynamics of the agencies which mold public opinion. It is a little unrealistic to announce that prejudice is unnecessary, without

¹ Adapted from a paper given September 7, 1948, at the Popular Request Symposium, "The Role of Psychologists in the Establishment of Better Human Relations," of the American Psychological Association.

examining the forces which are likely to continue to create and perpetuate bias.

Our fourth dictum urged acceptance of the dark-skinned races as equals. We stated—truly, I believe—that condescension by the white race will destroy chances for a lasting peace. We did not explore in those burning days of sacrifice and aspiration the resistance to such an ideal. It seemed easier then to relinquish the white man's burden than it does now. In Malaya, Indonesia, and Indo China, rising tides of independence are beating against persisting barriers. Race practices in the Union of South Africa and in many sections of the United States are aggravating the bad record for which the white man will one day answer to races which outnumber him two to one.

One of the most striking limitations of our manifesto is that it was deeply concerned with preventing another war foreseen as arising from a resurgence of militarism in Germany and Japan. There was not one word about the conflict between the United States and Russia which now polarizes the world. Our fifth, sixth, and seventh principles urged that enemy peoples participate in planning their own destiny; that rewards and punishments be applied to them with clarity and consistency; and that rehabilitation lead to self-reliance rather than dependence and resentment. None of these excellent suggestions has been carried out in practice. Perhaps we failed to do a good job of interpreting the mind of the officers who would direct a military occupation. More important, however, is the fact that the threat of war does not seem to arise directly from these former enemies, however suppressed, confused, and resentful they might be. If either becomes a basis for military action, it will be because of what has happened among the victor nations. Why did we fail to anticipate this? Had our reading of history been too meagre? Were we victims of the Maginot-mentality which looked for a new war where old ones had arisen? Or were we dimly aware of the fact, and hesitant to say a word which might disturb the fragile unity among the United Nations? Were we perhaps avoiding an issue too likely to be controversial?

The eighth dictum asks that the peace be framed on the root desires of the common people of all lands, and suggests the use of opinion polls, open-end interviews and other techniques to inform governments about the desires of the common man. There is no quarrel with that principle, but the

fallacy lies in the assumption that bad policy results from ignorance of popular aspirations. Was the failure of the recent Congress to make progress with low-cost public housing or with price control due to a misconception of the importance of these items in the life of the common man?

The ninth proposition reminds us of the trend toward ever wider units of collective security from families to clans to nations and world organization. What we seem to have overlooked here is the possibility that the next step beyond nationalism might be a super-nationalistic imperialism rather than a genuine world federation. Was this wishful thinking?

The final item was a reminder that action should be begun during the war itself lest post-war attitudes relapse into provincialism. Why did we anticipate isolationism rather than a kind of dominating attitude which has emerged? Were we once again expecting a parallel to the early 1920's?

As we think back over the limitations of these ten propositions of our manifesto, are there some general conclusions which can be drawn to help us in the future to do a better job of prediction and public advisement? Seven lines of counsel emerge.

(1) Whenever a prediction corresponds with our strong hopes and desires, it needs particularly careful scrutiny. The wish is father to the false expectation.

(2) Whenever a prediction rests on the expectation that history will repeat itself and that events will follow the same course they followed last time, it is important to see whether there might not have been an important change in conditioning circumstances.

(3) It is dangerous to carry generalizations by analogy from individual psychology over to group behavior. The frustration-aggression hypothesis is one illustration. Another lies in the naive approach to studies of national character as a source of tension. Characteristics that may make it difficult for individuals to understand one another do not necessarily lead to international tension. It may be difficult for Americans and Hindus to think alike; Eskimos and Russians have very different social systems; but these obstacles do not threaten us with wars. We have fought two wars against England and two against Germany, peoples very like ourselves. On each side in each world war there were immense differences in forms of government, economic system, religious values, and

ways of life. Indeed, it may be doubted whether in recent great wars the variance among allies has not been greater than that between enemies.

(4) We have confused the attitudes of political leaders with the attitudes of the people of their nation. Official spokesmen occupy a special role which molds their behavior in ways quite different from that of individuals in a clinic or laboratory. The psychology of the diplomat on duty is different from his psychology as a student, husband, father or friend. Imagine a camp in central Europe where young Americans work alongside German, Russian, Swedish, Polish, Hungarian, and French young people. This would be a fascinating project for the student of certain individual and cultural differences, but it would not be at all the same problem as a United Nations commission made up of official spokesmen for each of those nations. Another case in point concerns the problem of getting along with Communists. An individual Communist might be a member of a symposium here at the American Psychological Association, and his behavior and attitudes—while conditioned by his unique personality as each of us must be—would not present any special problem. If, however, within one of our divisions, a political bloc of Communists or Socialists or Anti-Vivisectionists were trying to take over political control, the problem would be quite different from that of friendly personal relations with an individual of different outlook. Another bit of experience related to this problem arose in our work during the war for the Foreign Broadcasting Intelligence Service. Our professional workers were drawn originally from the field of social psychology because it was clear that we needed to study propaganda. As the war went on, however, it became apparent that changes in the policy of the enemy shortwave radio were not especially important for any propaganda effect they might have on Americans, but were very important as indications of the policies of those directing the broadcasting. Our agency became less interested in propaganda analysis and more concerned with the political maneuvers which lay behind the propaganda. Accordingly, our personnel needs shifted to a search for men and women trained in political science and with a rich knowledge of current history. The field of political psychology is in urgent need of development. An excellent base for future research might be laid if an attempt were made right now to collect the wisdom accumu-

lated by such men as Churchill, Byrnes, or Leon Blum in a lifetime wrestling with political problems.

(5) The effectiveness of our manifesto was limited also because we restricted our attention to the techniques of attitude formation rather than the power forces behind the media. It will be important for our future research to pay attention not only to how the wires are strung, but also to who pulls them. When we look at the *why* as well as the *how* of prejudice we encounter class interests. This ubiquitous phenomenon of our society is very sparsely represented in the scientific papers scheduled at this convention. It may well be that a major reason for our failure to foresee the locus of international tension was an underestimate of the importance of class interests in determining our national outlook.

(6) Another limitation of our proposals to the world was our too slight emphasis upon the strength of nationalism and ethnocentrism. The English speaking people do not easily relinquish the idea that the other nine tenths of the world would be better off if they accepted our way of life. The doctrine is widely sustained in practice, even by those who preach that the individual should not be the servant of the state, that the demands of the national state take priority over any other interest and allegiance. The instances in which communities or nations have learned to transcend their ethnocentrism are extremely few. We were right, I believe, in saying that cultural pluralism and transnationalism are essential to world peace; we were at fault in giving so little study to the extraordinary difficulty of their achievement.

(7) It might be argued further that some of the limitations of our statement on human nature and peace arose from a desire to preserve peace within our own ranks. A group working on a common statement is under pressure to sidestep controversial issues. It would be tragic if that became characteristic of our social research. It is safer, no doubt, to work at peripheral projects. If, instead of studying the distribution of propaganda, we dealt with its dynamics, we would be stepping on toes and awakening loud cries. There seems, however, to be no other path to the knowledge that is needed for effective social action.

What then is to be done? We are gathered in Boston—some three thousand psychologists—experts in the scientific study of human behavior. We participate in the anguished state of mind of a

world which, in the words of an old evangelist, is: "hair-hung and breeze-swung over the flaming abyss." What need we do?

First: We can direct the preparation of psychologists toward a *wider grasp of other social sciences*. On hundreds of campuses within the next few weeks we can encourage students to get a good grounding in economics, sociology, political science, history, and anthropology.

Second: We can *direct our research at the power problems* of our society. This might cause the insurance companies to reclassify the psychologist as a hazardous occupation. It is important that we do not cease to be psychologists when we undertake these controversial problems of citizenship. It is going to be difficult to apply our techniques of reliability and objectivity in dealing with matters of class and national interest, and in exploring conflicts where so many values are at stake; but unless we go armed with the techniques of science, our counsel in these matters will be of no more worth than that of any other interested and intelligent citizen.

Third: We can become *participant observers in a wider range of social action projects*. Psychologists have been able to contribute significantly to education because many of us have been working in schools and colleges. As more of us work in hospitals and clinics, our contributions to therapy increase. During the war, when psychologists worked alongside aviators, we developed important contributions in this field. When we begin to take a larger part as citizens in political parties, as members in labor unions, as officials in community organizations, and as participants in international conferences, our techniques will begin to focus on the problems of politics and social action. We have a specialized "know-how", but in some of the fields where need is greatest we don't yet know our way around.

Finally, we might apply our knowledge and practice immediately to the building of an *effective world-wide organization of psychologists*. Recent conferences gave some indications of how not to do it. The International Congress of Psychology at Edinburgh was limited largely to Western nations and followed a 19th century academic pattern of formal speeches. The Unesco conference in which Dr. Allport served was far better in technique and included one representative from Eastern Europe, although he was outvoted in the usual security council proportions. The conference of intellectuals at Wroclaw seems to have tried—without very happy results—the technique of name-calling by both sides. It will not be easy to build cooperation. Some of us who proposed an institute of social psychologists from various European countries were dismayed to discover that our colleagues deeply resented the fact that in any such institute most of the money would have to come from America, and most of the reports of major projects would likewise be American. We were met by suspicion of American psychological imperialism. An understanding psychologist abroad dubbed this reaction "dependence hostility". Those of us who have the good fortune to work in a country that now has half the income of the world will have to proceed very circumspectly if we are to learn to work on a basis of actual equality with the representatives of less favored lands. One indication of the maturity of our science and of its capacity to contribute to the healing of this broken world would be the creation of our own professional organization, world-wide in scope, able to deal frankly with events of vital concern, and operating with techniques better than those commonly used in conferences of physicists, physicians, or politicians.

Received September 20, 1948

PSYCHOLOGY WORKING FOR PEACE¹

HADLEY CANTRIL

Princeton University

LESS than a week ago I returned from a six months' tour of duty with the Social Science Department of Unesco which I had joined to help them launch what is known as the "Tensions Project"—formally described as a study of "Tensions Affecting International Understanding." It was an exciting, stimulating, and altogether worthwhile experience. Since I had a chance to meet or to correspond with social scientists in nearly thirty different countries, it is only fair that I share briefly with you here some of my impressions and indicate what role the social psychologist who has taken it upon himself to be an expert on the thing called "human nature" can usefully play in the current world scene.

The opportunity to launch the Unesco Tensions Project seemed to me a particular challenge. I saw it as one way of trying to speed up the process of social evolution by gathering together and focusing the knowledge the social scientist has so far. And irrespective of any concrete results that might eventually emanate from the Tensions Project, it seemed to me that it would serve as a symbol that men who live in many parts of the world and under very different conditions have at last decided that they should have themselves examined by some of their own kind. As far as I know, Unesco's Tensions Project represents the first time in world history when the people of many nations have subscribed funds for a definite research project to be carried out by social scientists.

I could spend many hours relating my impressions of the state of psychology and the social sciences in most of the other 40 countries that are members of Unesco. But I shall limit myself here briefly to the three impressions that seem to remain with me most strongly since leaving Paris headquarters.

First, there is the unquestioned advance of psychology and the social sciences in the United States as compared to any other country in the world. This fact must be accepted by those of

us in this country with the utmost humility. It is largely due to the fortunate circumstances under which we have been able to develop our work. In any event, the social scientists everywhere are looking to us to help them increase their knowledge of techniques and stimulate their thought by the conclusions and interpretations we have been able to reach from the data we have been fortunate enough to amass. Our problem is to help bring psychologists and social scientists in other countries through some of our own stages of development as rapidly as we can, while preserving in them their own self-respect and their respect for us by avoiding any attitude of conceit or of cultural imperialism.

The place American psychology now holds in the world scene can be illustrated with reference to England where psychology by and large is in an infinitely more favorable position than it is in any other country outside the United States and where, of course, there are some extremely outstanding psychologists. The British government is offering fellowships for study in the United States to certain highly qualified students who served in the last war. But there are only two areas in which these fellowships are allotted. One of the areas is nuclear physics, the other is psychology.

A second impression is that of the exemplary fortitude many European scientists demonstrated in surviving conditions that would seem almost unbearable. I met many psychologists and other social scientists, both young and old, who had lived through years of Nazi rule and persecution but whose zest for life, whose faith in human progress and the value of scientific work had only been increased by their experiences. I shall take the liberty to mention only one name, Professor Michotte, distinguished psychologist of Louvain who has now passed three score years and ten, half of the latter under Nazi domination, but whose originality, enthusiasm for work, and mellow wisdom are a living testament to the resiliency and stamina human nature can show.

A final impression bound to strike an American coming home at this time, no matter how much

¹Excerpt from *The Development of a Scientific Morality*, presidential address to the Society for the Psychological Study of Social Issues, Boston, September 6, 1948.

he has prepared himself for it, is the atmosphere here that we cannot cooperate with anyone who lives and works in a country outside the so-called western sphere of influence. In Unesco I had the opportunity to work closely with individual psychologists and social scientists from Poland, Czechoslovakia, and Hungary. These men as individual scholars and research workers talked our same scientific language, were interested in many of the same problems that concern us, and were in every respect most cooperative and able in research projects they were assigned or the conferences they attended. My own experience only confirmed the age-old observation that the language of science including the language of the best social science is, like music, a universal one and that if artificial barriers are set up in conformity with geographical boundaries to prevent mutual stimulation and exchange of information, then all science will suffer and it will take the world just that much longer to creep along the road of progress. Any narrow approach that works against people as human beings and for people of any particular group, whether they are members of a certain class, a certain nation, a certain religion or race, is, as we all know, doomed to failure in reaching higher order abstractions which will stand the test of time.

Now a word about Unesco's Tensions Project. It should be pointed out at once, for any proper appraisal of the Tensions Project, that the role of Unesco as an educational, scientific and cultural organization clearly imposes on it certain limitations as well as definite responsibilities. Tensions are deeply rooted in economic, political and technological conditions which are, as such, largely outside the prescribed framework of Unesco's activities. At the same time, however, the effects of these conditions in creating in the minds of men various insecurities and frustrations, loyalties and purposes, must obviously be considered as a proper field for Unesco to take an interest in if its work is to be realistic and if it is to enlist the help of competent people in the human sciences. No competent investigator in the field believes there is any magic formula that can resolve "tensions" or any specific tension, without regard to the social and economic conditions within which people live.

So none of us working on the project believes we are doing much more than scratching the surface. But we do feel that it is important that a beginning be made, that there should be some international

clearing house established to encourage research on the various problems that constitute the project, and that in so far as possible the conclusions of the work of social scientists be brought to the attention of those responsible for framing international policy.

The Tensions Project consists essentially of five resolutions drafted at Unesco's General Assembly held in Mexico City in 1947. These resolutions instruct the Director General of Unesco to inquire into the distinctive character of various national cultures with the aim of combating ignorance, misunderstanding and prejudice; to inquire into the conceptions which the people of one nation entertain of their own and of other nations; to bring together and stimulate research on methods for changing attitudes; to study the influences which throughout life predispose toward international understanding on the one hand and aggressive nationalism on the other; and, finally, to study the effects population problems and the development of modern technology have upon attitude formation.

You can readily see that these are broad assignments which in one way or another touch nearly all problems studied by the social scientist. At the present time research is going on and reports are coming in from social scientists in over two dozen countries. Everywhere our requests for cooperation have met with sincerity and eagerness. I will not take time here to detail the specific research projects we have under way. This has recently been reported in the *Public Opinion Quarterly*.² Those of you who know Otto Klineberg will realize how comforted I am personally and how fortunate Unesco is as an organization to have the work carried on now under his able direction.

The initiation of a research program in an international organization where the final authority rests with the national commissions of the 41 member states and where one must deal with social scientists in all stages of development and with various systematic approaches presents a number of problems not found in the traditional academic environment. It might be of interest to you if I indicate here briefly what, on the basis of my experience, seem to me effective criteria for the selection and support of activity in any international work of this kind. I used the following five criteria as guides.

² Cantril, Hadley. The human sciences and world peace. *Pub. Opin. Quart.*, 1948, 12, 236-242.

First, by and large the only practical way to proceed was to delegate as much research as possible to competent university and other research centers. By following this policy we gain widest cooperation, avoid highly centralized research and make maximum use of a small official secretariat and the relatively small funds available. Implicit in this criterion was the realization that every effort must be made to give as wide geographic distribution as possible to the work. Second, the aim must be for specific projects which ultimately will have some concrete action implication with demonstrated consequences. Third, high research standards must be maintained while realizing at the same time the differential progress in techniques of social research. As I have said before, every effort must be made to bring those workers less fortunate than ourselves through our own stages of development while at the same time keeping standards sufficiently flexible to encourage original contributions. Fourth, all available techniques must be utilized, all systematic approaches that seem likely to bear fruit must be considered and the official secretariat must never unwittingly fall into the error of following any single, narrow approach either on the side of technique or conceptualization. And finally, those responsible for the work must always bear in mind the interest—often varied both in their direction and intensity—of the different national commissions and in time work out effective liaison with those members or appointees of national commissions particularly concerned and qualified to advise constructively.

I can both illustrate the work of Unesco and my conviction that social scientists have something to contribute toward developing a scientific morality by reading to you a statement framed by eight social scientists called together in Paris for a two weeks' conference this summer. While the statement may seem at first blush somewhat platitudinous, a full realization of many of the points made would show that if they were really taken seriously they would have profound implications.

I should preface this statement by reporting that it was only a small part of the accomplishment of a hard two weeks' work on the part of these men. In addition to this statement, each participant left with me in Paris at the end of his stay a five-thousand word essay indicating what he felt were the main influences making for attitudes of national aggression and what he believed were some practical

steps that might be taken to change these attitudes. These essays will appear together in book form.

I should also preface the statement by indicating how these eight men were chosen. The number of participants in the conference was deliberately kept small, not only for budgetary reasons but because it is my feeling that if more than ten or twelve people participate in a conference where work must be done, real communion is impossible and one is apt to end up with a series of monologues. Obviously each participant had to be a person of recognized ability and demonstrated interest. Various points of view within psychology and sociology had to be represented. We needed certain geographic distribution. And finally, and by no means least important, I wanted individuals who felt sufficiently secure in their status so they would not waste time showing each other how brilliant they were during the discussions.

All the participants were people who were not only knowledgeable but who had gained some wisdom from experience. Four of them had been in jail sometime during their lives for sticking to their points of view, two had had to leave their mother country, two had been physically tortured.

The eight men who signed the statement were: Gordon Allport, Professor of Social Relations, Harvard University; Gilberto Freyre, Professor of Sociology at the University of Bahia, Brazil; Professor Georges Gurwitsch, of the Department of Sociology, University of Strasbourg and Director of the Center of Sociological Studies in Paris; Dr. Max Horkheimer, Director of the Institute of Social Research, New York City, who had spent most of the summer on a special mission surveying the needs and problems of social scientists in Germany; Dr. Arne Naess, Social Philosopher from the University of Oslo; Dr. John Rickman, Editor of the *British Journal of Medical Psychology*; the late Harry S. Sullivan, Chairman of the Council of Fellows, Washington School of Psychiatry, and editor of the journal *Psychiatry*; and Professor Alexander Szalai, Sociologist from the University of Budapest, President of the Hungarian Institute of Foreign Affairs and one of the ablest Marxist sociologists in Europe.

Here is their statement, agreed on after many hours of discussion.

CAUSES OF TENSIONS WHICH MAKE FOR WAR

"Man has now reached a stage in his history where he can study scientifically the causes of

tensions that make for war. The meeting of this little group is itself symptomatic, representing as it does the first time the people of many lands, through an international organization of their own creation, have asked social scientists to apply their knowledge to some of the major problems of our time. Although we differ in the emphases we would give to various parts of our statement and in our views as to its comprehensiveness and implementation, no one of us would deny the importance of any part of it.

We agree to the following twelve paragraphs.

(A) To the best of our knowledge, there is no evidence to indicate that wars are necessary and inevitable consequences of 'human nature' as such. While men vary greatly in their capacities and temperaments, we believe there are vital needs common to all men which must be fulfilled in order to establish and maintain peace: men everywhere want to be free from hunger and disease, from insecurity and fear; men everywhere want fellowship and the respect of their fellowmen; the chance for personal growth and development.

(B) The problem of peace is the problem of keeping group and national tensions and aggressions within manageable proportions and of directing them to ends that are at the same time personally and socially constructive, so that man will no longer seek to exploit man. This goal cannot be achieved by surface reforms or isolated efforts. Fundamental changes in social organization and in our ways of thinking are essential.

(C) If we are to avoid the kind of aggression that leads to armed conflict, we must among other things, so plan and arrange the use of modern productive power and resources that there will be maximum social justice. Economic inequalities, insecurities and frustrations create group and national conflicts. All this is an important source of tensions which have often wrongly led one group to see another group as a menace through the acceptance of false images and over-simplified solutions and by making people susceptible to the scapegoating appeals of demagogues.

(D) Modern wars between nations and groups of nations are fostered by many of the myths, traditions and symbols of national pride handed down from one generation to another. A great many current social symbols are still nationalistic, hindering the free movement of thought across

political boundaries of what is, in fact, an interdependent world.

(E) Parents and teachers find it difficult to recognize the extent to which their own attitudes and loyalties—often acquired when they were young and when conditions were different—are no longer adequate to serve as effective guides to action in a changing world. Education in all its forms must oppose national self-righteousness and strive to bring about a critical and self-disciplined assessment of our own and other forms of social life.

(F) The development of modern means of swift and wide range communication is potentially a great aid to world solidarity. Yet this development also increases the danger that distortions of truth will reach a great many people who are not in a position to discriminate true from false, or to perceive that they are being beguiled and misled. It must be a special responsibility of U. N. organizations to utilize these means of mass communication to encourage an adequate understanding of the people in other countries. This must always be a two-way traffic. It will aid the cause of peace if nations are enabled to see themselves as others see them.

(G) The prospect of a continuing inferior status is essentially unacceptable to any group of people. For this and other reasons, neither colonial exploitation nor oppression of minorities within a nation is in the long run compatible with world peace. As social scientists we know of no evidence that any ethnic group is inherently inferior.

(H) Many social scientists are studying these problems. But social scientists are still separated by national, ideological and class differences. These differences have made it difficult for social scientists to resist effectively the emergence of pseudo-scientific theories which have been exploited by political leaders for their own ends.

(I) Objectivity in the social sciences is impossible to achieve whenever economic or political forces induce the investigator to accept narrow, partisan views. There is urgent need for a concentrated, adequately financed international research and educational programme.

(J) We recommend, for example, the cooperation of social scientists on broad regional and international levels, the creation of an international university and a series of world institutes of the social sciences under international auspices. We believe that international scientific fact-finding

studies could contribute useful information concerning the cultures of all nations and bring to light dangerous insecurities and sources of tension, as well as legitimate aspirations of people all over the world. Equally certain to be rewarding are studies of educational methods in the home, the school, and in youth organizations and other groups by which the minds of the young are oriented toward war or toward peace. From the dissemination of the information resulting from these studies, we may anticipate the emergence of concrete proposals for the guidance of national programmes of education.

(K) The physical and biological sciences in recent years have provided impressive demonstrations of the effect of research. Some of the practical results have been rather to dismay and disquiet the civilized world than to reduce its tensions. The scientists whose research has been used in the development of atomic and biological warfare are not themselves responsible for launching a curse upon the world. The situation reflects the forces now determining the uses to which science

can be put. While other factors are concerned, we hold that the chances for a constructive use of the potentialities of scientific and technological developments will improve if and when man takes the responsibility for understanding the forces which work upon him and society both from within and from without.

(L) In this task of acquiring self-knowledge and social insight, the social sciences—the sciences of Man—have a vital part to play. One hopeful sign today is the degree to which the boundaries between these sciences are breaking down in the face of the common challenge confronting them. The social scientist can help make clear to people of all nations that the freedom and welfare of one are ultimately bound up with the freedom and welfare of all, that the world need not continue to be a place where men must either kill or be killed. Effort in behalf of one's own group can become compatible with effort in behalf of humanity."

Received September 22, 1948

FIFTY-SEVENTH ANNUAL MEETING OF THE AMERICAN PSYCHOLOGICAL ASSOCIATION

Denver, Colorado, September 6 to September 10, 1949

APA CONVENTION PROGRAM COMMITTEE

Irvin L. Child, *Chairman*, Roger G. Barker, T. H. Cutler, Donald B. Lindsley, Lawrence I. O'Kelly,

J. P. Guilford, *ex officio*

PRELIMINARY ANNOUNCEMENTS

TIME: Tuesday, September 6, morning, to Saturday, September 10, noon.

HEADQUARTERS: Shirley Savoy Hotel, Corner 17th Street and Broadway. All meetings will be held in the Shirley Savoy, the Cosmopolitan, and the Brown Palace hotels. These three hotels are all within one block of each other.

HOTEL RESERVATIONS AND REGISTRATION: The combined hotel reservation and pre-meeting registration form printed on pages 77 and 78 in this issue of the *American Psychologist* is followed by a partial list of hotels in Denver which have agreed to reserve rooms for members of the APA. (All hotels except the Park Lane are within a 12 minutes' walk from convention headquarters. The Park Lane is 25 minutes away by bus. Motor courts are located on the outskirts of the city and are about a 25 minutes' drive from headquarters.) This application form is self-explanatory. Both the reservation and registration parts of the form should be sent simultaneously to the address indicated. Those members who mail the pre-meeting registration blank need only report to the registration desk at the headquarters in the Shirley Savoy Hotel in order to pick up their convention badges. Those who do not pre-register may complete their forms at headquarters upon arrival.

Deadline: In order to be assured of hotel accommodations, reservations should be made before August 1. No guarantees are possible after that date.

EXHIBITS: Facilities are available at standard rates for commercial exhibitors who desire space at the Cosmopolitan Hotel. Non-commercial exhibits are also encouraged. Information about exhibits may be obtained from Mr. John Schlotterbeck, Cosmopolitan Hotel, Denver, Colorado.

COMMITTEES ON LOCAL ARRANGEMENTS: The following is a list of committees on local arrangements together with names and addresses of committee chairmen. Members interested in matters handled by these committees are requested to communicate directly with the appropriate committee chairman.

Special Dinners and Luncheons. LEIGH DOUGLASS, 321 Equitable Building, Denver, Colorado. This committee will arrange for special events such as group luncheons and dinners. Arrangement may be made as late as September 1 if the assistance of this committee is desired, but the deadline for completed arrangements is May 9, 1949, if announcement is to appear on the printed program.

Visual Aids. ALFRED B. SHAKLEE, 2044 South Vine, Denver, Colorado. This committee, in cooperation with the APA Audio-Visual Aids Committee, will make arrangements for the display of any visual aid or the projection of any film or slides used in connection with a paper. See page 81 for the regulations for films, film strips, and slides.

Publicity. DONALD GLAD, *Colorado Psychopathic Hospital, 4200 East Ninth Avenue, Denver 7, Colorado.* Press and radio publicity will be handled by this committee with the aid of a professional publicity man.

Information. R. W. SHAW, 2081 Eudora Street, Denver, Colorado. Members of this committee will have a desk at convention headquarters and will distribute information concerning trips in Denver, sight-seeing routes, etc., which might be of interest to members.

Hotel Coordination. HAROLD M. SKEELS, 930 Downing Street, Apartment 16, Denver, Colorado.

Coordination of arrangements for time and place of group meetings will be the responsibility of this committee.

Mail Service. JOEL GREEN, 173 South Grant Street, Denver, Colorado. This committee will make available at headquarters a visible alphabetical index of all registrants. The committee will also arrange for a mail box at headquarters in which convention members may leave notes and mail. Twice a day messages and other mail will be taken

from this box and delivered to the various hotels where members are staying.

Registration. KENNETH ASHCRAFT, 2500 South Fillmore, Denver 10, Colorado.

Housing and Reception. LAWRENCE W. MILLER, Housing Bureau, APA, 519 17th Street, Denver 2, Colorado.

General Coordination. (including matters not otherwise covered.) T. H. CUTLER, Chairman, and ARTHUR H. BERNSTONE, Assistant, University of Denver, 211 15th Street, Denver 2, Colorado.

CALL FOR PAPERS

The Convention Program Committee of the American Psychological Association presents this announcement of program plans and the Call for Papers. No other Call for Papers will be distributed. There will be no mailing to the individual members as was the custom until 1947. The complete program will be published in the July AMERICAN PSYCHOLOGIST.

I. TYPES OF SESSIONS COMPRISING THE 1949 MEETING

A. Papers by Popular Request. This type of program, introduced for the first time last year, will be tried again this year. All members and affiliates of the APA are invited to write to Irvin L. Child, Department of Psychology, 333 Cedar Street, New Haven, Connecticut, to express their interests in hearing particular speakers or discussions of particular topics. If there is sufficient demand, either for particular speakers or particular topics, efforts will be made to arrange special popular request programs.

B. Individual Reports of Research. This is the traditional type of APA session. Four twelve-minute papers will be scheduled for each one-hour session. Individual members who wish to participate must submit abstracts of their papers to the appropriate Division Secretary or Chairman of Division Program Committee before April 18. The regulations for abstracts are given below.

C. Technical Problem Symposia. The symposia presented at the Detroit and Boston meetings were widely approved. It will be remembered that emphasis was placed upon specific technical problems rather than upon broad topics. The APA divisions are invited to propose and organize suitable two-hour symposia on technical problems.

Inter-division symposia are especially encouraged. The regulations for symposia are given below.

D. Addresses. There will be addresses by the APA president and by division presidents. Public addresses will be given by eminent speakers in related fields.

E. Exhibits. Arrangements have been made for exhibits on the mezzanine floor of the Cosmopolitan Hotel.

F. Business Meetings. These have become increasingly important as psychology takes on some of the problems of a profession. All groups desiring business meetings of divisions, boards, committees, etc. should make their needs (including amount of time and estimated attendance) known to the Chairman of the APA Program Committee; the deadline for the receipt of such communications in New Haven is May 9. Hotel rooms for meetings must be reserved early or they are unobtainable.

G. Film Programs. Research and instructional films and film strips will be scheduled in special sessions. In addition, an effort will be made this year to provide facilities for illustrative use of films in connection with the presentation of individual reports and symposium papers. If this is done, time devoted to the showing of the film material must, of course, be included in the time allotted to the paper. Since it is not possible this year to guarantee this far in advance that these additional facilities can be made available, individual reports and symposium papers should be so planned that accompanying film material can be omitted if necessary. The Audio-Visual Aids Committee will probably be able to give assurance on this point well in advance of the meeting but not before the printed program goes to press.

H. Special Programs. Special types of program,

such as demonstrations of psychological techniques and procedures, interest groups, discussion groups, etc., may be arranged by divisions which consider them especially well suited to the interests of their members.

I. Special Meetings. Alumni groups and others who may desire special meetings should make their requests in time to meet the May 9 deadline in the office of the Program Chairman. Such requests should include a statement of the attendance and time to be allowed for, and whether arrangements for a luncheon or dinner are also desired.

II. REGULATIONS FOR INDIVIDUAL REPORTS

The following rules govern the consideration of abstracts of individual reports to be included in the program.

A. Who May Read Papers

1. By action of the Association, abstracts may be accepted only from members (fellows and associates). Multiple authorship will be permitted only (a) in case all authors belong to the Association or (b) in case the paper is read by one author who is a member, and the other author is a trained and qualified investigator in another science as shown by his holding membership in the national scientific society in his own field. In the latter case, there must appear at the bottom of the abstract, for the information of the Program Committee, a statement of the pertinent society membership. Acknowledgment of aid by a person who does not meet either of these requirements may be made in the abstract itself.

2. Papers may not be presented by proxy. Each abstract will carry the signature of the author who guarantees to present the paper.

3. By vote of the Association, papers previously read at sectional meetings are not acceptable for the Convention program, but this action does not preclude acceptance of a paper presenting additional results on a topic concerning which preliminary report has been made at a sectional meeting.

4. Each member is limited to one abstract except in instances where joint authorship exists, when he is limited to presenting one paper on the program. His name may, however, appear as the co-author of another paper presented by another member.

B. Form of Abstracts

1. Abstracts will be typed on one side only, double spaced, and in quadruplicate on 8 1/2" x 11"

white paper. Copy the following form in typing your abstract:

TITLE OF PAPER.....

AUTHOR(S).....

If this paper is accepted and placed on the program, I promise to appear in person and deliver it unless prevented by conditions beyond my control.

Signed.....

XX

TITLE OF PAPER:

PROBLEM:

POPULATION:

PROCEDURE:

RESULTS:

CONCLUSIONS:

SIZE OF SLIDES, FILMS OR FILM STRIPS, IF ANY:

This form is not intended to preclude case studies, theoretical papers, surveys, descriptions of new tests or techniques, or other suitable papers. Where these can appropriately be abstracted in terms of the outline given above, doing so will facilitate the task of evaluating abstracts. If the nature of the paper makes the outline inappropriate, it can be disregarded. Be sure, however, to follow the form given above down through the repetition of "TITLE OF PAPER"; this form is designed to facilitate removal of authors' names during evaluation, and should be followed rigorously.

2. The abstract must contain not more than 300 words. Abstracts of greater length will not be printed in the program. The reading time of the report must not exceed 12 minutes.

3. Abstracts must not include tables or drawings.

C. Where to Send Abstracts—Deadline

1. An abstract must be sent to one of the Division Secretaries or Division Program Committee Chairmen whose names appear on page 79. Do not send abstracts to the Secretary of the APA or to the APA Program Committee. Select the division which best represents the area of interest covered by the paper.

2. One need not be a member of the particular division to which he sends his abstract as long as he is a fellow or associate of the APA.

3. The deadline for receipt of abstracts by the appropriate Division officers is April 8.

III. REGULATIONS FOR SYMPOSIA

The following rules govern the consideration of symposia to be included in the program.

Continued on page 81

HOTEL RESERVATION APPLICATION **AMERICAN PSYCHOLOGICAL ASSOCIATION CONVENTION**

Denver, Colorado Sept. 6-10, 1949

MAIL TO: Dr. L. W. Miller, Housing Bureau, APA, 519 17th Street, Denver 2, Colorado.

Please reserve _____ room(s) for _____ person(s) Twin beds _____ Double bed _____

Please reserve family room for _____ persons including _____ children aged _____

Will arrive on _____ at _____ A.M. Will depart _____ at _____ A.M.
date hour P.M. date hour P.M.

Room Occupants Street Address City State

My first choice of hotels is _____, and I desire to pay about _____ per
name hotel
person per day.

I prefer Motor Court accommodations _____. There will be _____ in my party,
number
including _____ children aged _____.

NAME OF HOTEL	SINGLE ROOM	DOUBLE ROOM (double bed)	DOUBLE ROOM (twin beds)	CONNECTING ROOMS, BATH ' BETWEEN, FOR 3 OR 4 PERSONS
ADAMS HOTEL	\$2.00 to \$5.00	\$3.00 to \$5.50	\$5.00 to \$7.50	\$8.00 up
*ALBANY HOTEL	\$2.40 to \$4.40	\$3.85 to \$10.00	\$5.00 to \$10.00	\$12.00 up
ARGONAUT HOTEL		\$5.00	\$5.00	\$8.00 up
AUDITORIUM HOTEL	\$2.00 to \$5.00	\$5.00 to \$7.00	\$5.00 to \$6.00	\$8.00 up
*BROWN PALACE	\$5.50 to \$7.00	\$8.00 to \$10.00	\$8.00 to \$10.00	\$12.00 up
CORY HOTEL		\$5.00 to \$7.00	\$5.00 to \$7.00	none
*COSMOPOLITAN	\$4.00 to \$7.00	\$6.50 to \$10.00	\$7.00 to \$13.00	none
KENMARK	\$3.50 to \$4.00	\$5.00 to \$6.00	\$5.00 to \$6.00	none
MAYFLOWER		\$4.50 to \$5.00	\$5.00 to \$6.00	\$8.00 up
OLIN		\$6.50 to \$8.00	\$6.50 to \$8.00	\$10.00 up
*OXFORD	\$2.00 to \$3.00	\$5.00 to \$8.00	\$6.00 to \$8.00	\$12.00 up
PARK LANE (excellent hotel in residential district)	\$6.00 to \$8.00		\$8.00 to \$11.00	
SEARS	\$3.00 to \$4.00	\$3.50 to \$5.00	\$6.50	\$9.00 up
*SHIRLEY SAVOY (headquarters)	\$3.00 to \$4.00	\$3.00 to \$4.00	\$4.50 to \$6.50	\$8.00 to \$11.00

* These hotels are Denver's largest and will house the majority of our members. Single rooms are limited in number, hence we suggest your teaming up with another person and requesting a twin-bed room. If you do not have a roommate, the Housing Committee may be forced to assign one in order to accommodate all who are attending the meeting. Reservations will be confirmed directly to those who return this form.

PRE-MEETING REGISTRATION FORM

By completing this form, convention badges and all registration can be finished at the time of room reservation. Call at the Registration Desk in the Shirley Savoy Hotel and pick up your badge.

PLEASE PRINT

NAME _____
 last *first* *middle*

INSTITUTION OR FIRM _____

CITY _____ STATE _____

Please check one:

APA FELLOW _____

APA ASSOCIATE _____

Fifty-Seventh Annual Meeting

STUDENT AFFILIATE _____

Denver, Colorado SEPT. 6-10, 1949

OTHER AFFILIATE _____

AMERICAN PSYCHOLOGICAL ASSOCIATION

NON-MEMBER _____

MOTOR COURTS

Some of the country's finest motor courts are to be found in Denver and suburbs. If you are driving and bringing the family, you may be interested in this type of accommodation. Rates are slightly lower than comparable accommodations in hotels. Designate number in your party and we will assign accordingly. In cases where there are children in the party, an attempt will be made to secure accommodations at motor courts provided with playground facilities.

VACATIONS

If you want to spend your vacation in Colorado before or after the convention and would like to have information concerning resorts, dude ranches, or sight-seeing trips, write to Dr. L. W. Miller, Housing Bureau, APA, 519 17th Street, Denver 2, Colorado.

WHERE TO SEND ABSTRACTS OF PAPERS FOR APA ANNUAL MEETING, 1949

Division 1. Division of General Psychology

Chairman of Program Committee:

Carl N. Rexroad
Stephens College
Columbia, Missouri

Division 2. Division on the Teaching of Psychology

Chairman of Program Committee:

Richard W. Husband
Department of Psychology
Iowa State College
Ames, Iowa

Division 3. Division of Theoretical-Experimental Psychology

Secretary of Division:

W. J. Brogden
Department of Psychology
University of Wisconsin
Madison 6, Wisconsin

Division 5. Division on Evaluation and Measurement

Chairman of Program Committee:

Irving Lorge
Institute of Psychological Research
Teachers College, Columbia University
New York 27, New York

Division 6. Division of Physiological and Comparative Psychology

Secretary of Division:

Harry F. Harlow
University of Wisconsin
Madison 6, Wisconsin

Division 7. Division on Childhood and Adolescence

Chairman of Program Committee:

Gertrude H. Hildreth
415 W. 118th Street
New York 27, New York

Division 8. Division of Personality and Social Psychology

Chairman of Program Committee:

Irving E. Bender
Department of Psychology
Dartmouth College
Hanover, N. H.

Division 9. The Society for the Psychological Study of Social Issues

Chairman of Program Committee:

Eugene Jacobson
Survey Research Center
University of Michigan
Ann Arbor, Michigan

Division 10. Division on Esthetics

Secretary of Division and Chairman, Program Committee:

Catharine Patrick
822 W. 58th Street,
Kansas City 2, Missouri

Division 12. Division of Clinical and Abnormal Psychology

Chairman of Program Committee:

Carl R. Rogers
5835 Kimbark Ave.
Chicago 37, Illinois

Division 13. Division of Consulting Psychology

Chairman of Program Committee:

Grace E. Manson
2200 Elsinor Avenue
Baltimore, Maryland

Division 14. Division of Industrial and Business Psychology

Chairman of Program Committee:

Roger M. Bellows
School of Business Administration
Wayne University
Detroit 1, Michigan

Division 15. Division of Educational Psychology

Secretary of Division:

A. S. Barr
School of Education
University of Wisconsin
Madison 6, Wisconsin

Division 16. Division of School Psychologists

Chairman of Program Committee:

Dean A. Worcester
University of Nebraska
Lincoln 8, Nebraska

Division 17. Division of Counseling and Guidance Psychologists

Chairman of Program Committee:

Milton E. Hahn
Dean of Students
University of California
Los Angeles 24, California

Division 18. Division of Psychologists in Public Service

Chairman of Program Committee:

Kenneth B. Ashcraft
2070 South Cook Street
Denver 10, Colorado

Division 19. Division of Military Psychology

Chairman of Program Committee:

Glen Finch
Room 4D-227
Pentagon Building
Washington, D. C.

Division 20. Division on Maturity and Old Age

Chairman of Program Committee:

Oscar J. Kaplan
San Diego State College
San Diego 5, California

Convention Calendar

AMERICAN PSYCHOLOGICAL ASSOCIATION

September 5-10, 1949; Denver, Colorado
For information write to:
 Dr. Dael Wolfe, American Psychological Association
 1515 Massachusetts Avenue, N. W., Washington 5,
 D. C.

MIDWESTERN PSYCHOLOGICAL ASSOCIATION

April 29-30, 1949; Drake Hotel, Chicago, Illinois
For information write to:
 Dr. Claude E. Buxton, Department of Psychology
 Northwestern University, Evanston, Illinois

EASTERN PSYCHOLOGICAL ASSOCIATION

April 8-9, 1949; Springfield, Massachusetts
For information write to:
 Dr. Harold Seashore, Psychological Corporation
 522 Fifth Avenue, New York 18, New York

WESTERN PSYCHOLOGICAL ASSOCIATION

June 24-25, 1949; Eugene, Oregon
For information write to:
 Dr. M. Bruce Fisher, Secretary
 Fresno State College,
 Fresno 4, California

COUNCIL OF GUIDANCE AND PERSONNEL ASSOCIATIONS

April 18-21, 1949; Stevens Hotel, Chicago
For information write to
 Dr. Irwin A. Berg, Office of the Dean
 Northwestern University, The University College
 710 Lake Shore Drive, Chicago 11, Illinois

ROCKY MOUNTAIN BRANCH OF THE AMERICAN PSYCHOLOGICAL ASSOCIATION

May 13-14, 1949; University of Wyoming, Laramie,
 Wyoming
For information write to:
 Dr. Lawrence S. Rogers, Executive Secretary
 Rocky Mountain Branch, APA
 1046 Madison Street
 Denver 6, Colorado

AMERICAN ORTHOPSYCHIATRIC ASSOCIATION

April 4-6, 1949; Stevens Hotel, Chicago, Illinois
For information write to:
 American Orthopsychiatric Association, Inc.
 130 East 22nd Street
 New York 10, N. Y.

PENNSYLVANIA PSYCHOLOGICAL ASSOCIATION

May 7, 1949; Penn-Harris Hotel, Harrisburg, Pa.
For information write to:
 Dr. Esther Katz Rosen, Secretary
 239 W. Allen Lane
 Philadelphia 19, Pa.

CANADIAN PSYCHOLOGICAL ASSOCIATION

May 26-28, 1949; Mount Royal Hotel, Montreal
For information write to:
 Dr. Gordon H. Turner, Secretary
 Canadian Psychological Association
 100 St. George Street,
 Toronto, Canada

INTERNATIONAL COUNCIL FOR EXCEPTIONAL CHILDREN

February 27-March 2, 1949; Fairmont Hotel, San
 Francisco, Cal.
For information write to:
 Mr. John L. Roberts
 Chairman of Local Arrangements
 Coordinator of Child Welfare
 San Francisco Public Schools
 San Francisco, California

THE SOUTHERN SOCIETY FOR PHILOSOPHY AND PSYCHOLOGY

April 14-16, 1949; Biloxi, Miss.
For information write to:
 Dr. John B. Wolfe, Secretary
 University of Mississippi
 University, Miss.

SOCIETY OF EXPERIMENTAL PSYCHOLOGISTS, INC.

April 1-2, 1949, Northwestern University, Evanston,
 Illinois.
For information write to:
 Lyle H. Lanier, Department of Psychology
 New York University, New York 53, N. Y.

Fifty-Seventh Annual Meeting of the American Psychological Association

Continued from page 76

A. Initiation. With the exception of Popular Request Sessions organized by the APA Program Committee, all symposia are to be organized by the Divisions. Individual members who wish to propose a topic or detailed plans for a symposium to be sponsored by one or more divisions should write immediately to the Program Committee Chairman or (lacking one) the Secretary of the appropriate division or divisions, as listed on page 79.

B. Technical Problems Only. In view of the experience of the last two years, symposia will be considered appropriate only if the topic is sufficiently technical to insure a progressive movement of ideas during the session. It is essential that the symposia be well planned in advance with thorough exchange of views, and preferably of manuscripts, by the participants. It is urged that the number of speakers on each symposium be kept to a minimum and that the chairman assume a real responsibility for the effective coordination of the session. Inter-division symposia are especially desirable.

C. Deadlines. The deadline for the receipt by the APA Program Committee Chairman of completed symposia programs, including both topics and names of participants, is May 9.

IV. REGULATIONS FOR FILMS, FILM STRIPS, AND SLIDES

As in the past, a projection room and facilities for showing of 16 mm. sound and silent films will be provided. In addition to these special showing facilities, an attempt will be made to provide for the projection of illustrative motion picture material in conjunction with papers presented in regular sessions of individual reports or symposia. These need not be complete films but may consist merely of short moving picture sequences for illustrating particular points in a paper. Members who desire to use motion picture illustration for papers should clearly so indicate at the end of the abstract. Those desiring to present films or film strips either in special showings or in conjunction with the presentation of a paper should send them to Arthur Lumsdaine, Department of Psychology, 333 Cedar Street, New Haven, Connecticut. The APA Audio-Visual Aids Committee, of which Mr. Lumsdaine is chairman, will select the films to be shown and,

in case of films not presented in connection with papers, will schedule their presentation.

The deadline for the receipt of films and film strips by Mr. Lumsdaine is April 18. Films for showing in the projection room, if received after this date but before August 1, will be considered for showing but cannot be announced by title in the printed program. Films or film strips to be shown on regular programs of papers must arrive by April 18.

Slides do not need to be submitted in advance, though notification of their intended use must be made on the abstract.

V. SPECIAL INFORMATION ABOUT PARTICULAR DIVISION

Several divisions of the American Psychological Association have supplied special information about their program plans, as follows:

Division 1, Division of General Psychology: For the Division of General Psychology, two types of papers are especially solicited:

(1) Those dealing with the problem of "values". What areas of psychology are or should be free from any system of values, and what ones are implicitly or explicitly dependent on a set of values? Is it at all the responsibility of psychologists to attempt a formulation of what is desirable and what undesirable?

(2) Those dealing with the relation of systematic-theoretical psychology to personality theory, social and industrial. To what extent are these applied fields dependent on the "basic" materials developed by the general psychologist?

Papers on other subjects will be welcomed.

Division 3, Division of Theoretical-Experimental Psychology: The Divisions of Theoretical-Experimental Psychology and Physiological-Comparative Psychology may have merged by the time this Call for Papers appears. If this merger has taken place, however, abstracts to be submitted to the new division may be sent to the secretary of either of the two old divisions.

Division 6, Division of Physiological-Comparative Psychology: See the note above under Division 3, Division of Theoretical-Experimental Psychology.

Division 12, Division of Clinical and Abnormal Psychology: The Division of Clinical and Abnormal Psychology will, as in the past, arrange sessions of contributed papers. Contributors should follow the rules and instructions given in the general call for papers. In addition, however, in those cases

where the paper is theoretical or discursive, the abstracts must be accompanied by one copy of the paper in its complete form, because of the difficulty of evaluating such papers from abstracts alone. The contributor's name should not appear on the manuscript itself but should be on a sheet of paper clipped to it.

Members of the Division of Clinical and Abnormal Psychology are asked to submit proposals for other sessions in the Division's program. Specific proposals of the following sorts will be welcomed:

(1) Proposals for symposia or round-tables suggesting the title, area of specific emphasis, and participants. These symposia may focus upon problems primarily professional in character, or upon technical or theoretical problems in clinical psychology. They may be proposed as joint symposia with some other division.

(2) Proposals for presentation of a therapeutic procedure, through a role-taking interview, playback of recorded material, or other means which would demonstrate the particular orientation in an operational way. It is planned that a total of two hours would be devoted to the presentation and the discussion of it.

(3) Proposals for demonstration of newer diagnostic procedures, in any appropriate fashion. A

total of two hours would be devoted to such demonstration-discussion meetings.

(4) Proposals of topics for interest groups. It is planned that one afternoon session will be devoted to meetings in which those with similar interests may get together for informal discussion and mutual acquaintance. The proposal should give the topic for the interest group, and a list of at least ten persons to be invited as a nucleus of the group, with one or more suggestions for chairman.

All such proposals should be submitted *in triplicate*, by April 18, to the Chairman of the Division's Program Committee. Earlier submission of proposals will be welcomed, and is especially desirable for any proposal which involves unusual aspects of organization or presentation.

Division 18, Division of Psychologists in Public Service: The program committee of Division 18 has formulated the criteria it will use in the selection of contributed papers for its program. The statement of the criteria may be useful to those submitting papers to it. A maximum of two points will be used in scoring appropriateness of the subject; two points in scoring comprehensiveness of treatment; two points in scoring organization; and four points in scoring critical analysis.

TWO INDICES OF CHANGING INTERESTS IN AMERICAN PSYCHOLOGY

STANFORD C. ERICKSEN

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Most of us have been informed of the cost of the war in depleting basic research in the physical and biological sciences. How did psychology fare?

Figure 1 represents a count of entries in the *Psychological Abstracts* for the years 1937-1946 inclusive. These years bracket the war and present

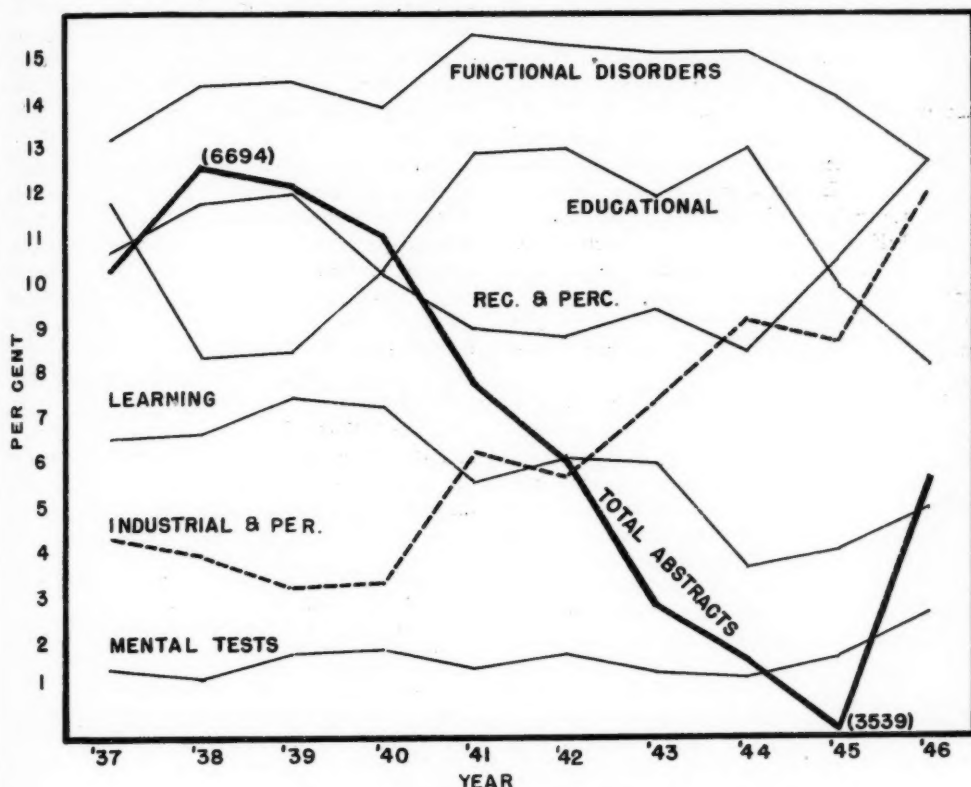


FIG. 1—PROPORTIONS IN DIFFERENT "ABSTRACT" CATEGORIES, 1937-46

The data shown below are presented with minimum comment, being intended only as aids for our perspective and orientation. The motivation to make these tallies was the desire to find some empirical information supporting the frequently reported observations of a basic change in the complexion of American psychology.

a uniform set of classifying categories and editorial policies. The total number of abstracts appearing each year is indicated by the heavy line. The other graphs are the proportions of this total number contributed by each of the *Abstract* categories. We have omitted those categories falling in the intermediate ranges and which also indicated no con-

sistent change of relative proportion during these years. We have not made the refinement, used by Hunter (1) in his 1939 analysis, of eliminating abstracts from non-APA authors.

These data represent pure empiricism with few interpretive leads indicated. It would be idle speculation, for instance, to try to rationalize the complementary nature of the "Educational" and the "Receptive and Perceptual" curves. However, we believe the consistent and striking rise in the proportion of abstracts appearing in the "Industrial and Personnel" category is significant, particularly since this occurred during the time when the total number of psychological publications was decreasing so rapidly. As we all know, more and more psychologists were turning, or were turned, from their laboratories into practical problems of "winning the war." A large share of the publications resulting from these activities were placed by the *Abstract* editors in the "Industrial and Personnel" category. A separate analysis indicated that in 1946 approximately half of the abstracts in this section were military-service-related publications. The crucial problem is not so much one of accounting for or explaining this increase; rather, how many of these "drafted" applied psychologists went back to their basic research?

We cannot answer this question other than to note a parallel development. To many psychologists, learning represents a core problem in our scientific development. The past ten years have brought a gradual but over-all decrease in "Learning" publications. The absolute number of articles dropped from a high of 493 in 1939 to 145 in 1945. We trust that 1947, 1948 and subsequent years will reverse this trend. But we doubt it, if the data in the following analysis are correctly interpreted.

The second index of changing interests in American psychology is more direct (and disturbing). In 1947 a total of 197 new Fellows were voted into the APA (2). Only ten of these individuals were listed as being recommended by the Division of Theoretical-Experimental Psychology. Wolfe re-

ports (3, p. 380) that together the two divisions—Clinical and Consulting—"nominated 75 per cent of all newly elected fellows. The other 25 per cent were nominated by eleven different divisions." (Due to the still "settling down" process in divisional organization, these proportions indicate approximations of current trends rather than definitive statements of present membership possibilities.)

In this connection it should be noted that these new Fellows received their PhD degrees in 1943 or before. What have been the major fields of interests of the new PhD's since then? No systematic poll has been taken but from rumors and reports we would estimate that close to half the current group of graduate students will specialize in some phase of clinical psychology. We have heard of one school with 43 graduate students, 41 of whom seek to be clinicians.

Summary: 1. Hunter made a detailed analysis of the 1939 *Abstracts* and concluded that, "In spite of the great practical interest which American psychologists have in clinical and industrial psychology . . . (these areas) are in the lower range of publication (research) interest for the Association group" (1, p. 607). Figure 1 indicates that since 1939 there has been a consistent rise in "Industrial and Personnel" publications resulting largely from publications of war-time activities.

2. The 1947 election of new Fellows in the APA indicates the dominance of professional interests in the applied fields. It is possible that the peak in this trend is yet to occur.

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Received June 7, 1948

Comment

Activities of the National Council on Rehabilitation

To the Editor:

The National Council on Rehabilitation (NCR) is an affiliation of national agencies engaged in the rehabilitation of disabled persons. Formed in August, 1942, it has a present membership of 54 agencies, representing the medical and allied professions, social service and health organizations, industry, community organizations, and other groups interested in special disabilities. The American Psychological Association has been a member of the NCR since 1944.

The purposes of the NCR, as expressed in its constitution, are: (1) to study, encourage and advise upon the development of rehabilitation programs and services on national, state and community levels; (2) to study and encourage programs of services which are designed to prevent handicaps; (3) to serve as a forum for the discussion of problems affecting the handicapped and means of effectively solving such problems; (4) to act as a medium of exchange of information between all agencies concerned with rehabilitation here and abroad; and (5) to cooperate with all agencies and groups, public and private, concerned with and interested in rehabilitation.

The NCR is a non-political, non-profit organization and is financed by contributions from its membership, interested persons and foundations. It has an Executive Committee of 15 persons elected by the membership for a term of three years; four officers, who are elected for a term of one year; and an executive director.

The Council publishes a monthly *News Letter* which includes articles on rehabilitation written by specialists, discussions of recent developments in the field (new publications, digest of laws or legislative proposals, news items), and other announcements of interest to persons working in rehabilitation.

The Council prepares special reports from time to time. One such report, published in 1945 and entitled "The Processes of Rehabilitation", presents basic principles of rehabilitation and discusses the role in rehabilitation of the following specialists: physician, nurse, physical therapist, occupational therapist, physical education worker, dentist, medical social worker, psychiatric social worker, family social worker, psychologist, teacher of special classes, teacher of special skills, guidance counselor, vocational counselor, pre-vocational teacher, sheltered workshop supervisor, vocational teacher, placement agent, "follow-up" field agent, and public relations worker. The need for close cooperation between the specialists is one of the central themes of this booklet. The material contained in this edition has been revised on two occasions and it is planned to make further changes. The role of the psychologist in rehabilitation is more clearly defined in

the third edition (published in 1947) than in the earlier ones; however, further improvement can still be made. Comments about, and reactions to, the material included will be greatly appreciated by the writer, who is at present serving as the APA representative to the NCR.¹

The NCR has for about three years been preparing an annotated bibliography of articles dealing with the many phases of rehabilitation. This 800-page book will include some 5,000 references culled from more than 15,000 publications appearing between 1940 and 1946. This research project was financed by a grant from the Kellogg Foundation. Page proofs are now being checked and it is expected that the book will be ready for distribution before the end of 1948. The value of such a book to psychologists working in the field of rehabilitation can hardly be overestimated.

Another function performed by the NCR is to gather and disseminate pertinent information on pending legislation so that the member agencies will be informed and can take action, if they care to, before it is passed by the legislative group.

A general information and referral service for agencies, individuals and the general public is also maintained by the Council. During the last year some 1,700 requests were handled by the office of the Council.

The Council also affords an annual forum for member organizations and guests at which their views on the further development of rehabilitation may be presented. This annual meeting is held some time in May or June, usually in New York City, and ordinarily lasts two days.

The NCR is in an excellent position to promote the cause of rehabilitation since its representatives are drawn from industry and public and private agencies. In this connection it might be mentioned that in March, 1948 the Council sponsored a banquet at the Waldorf-Astoria to honor General Paul R. Hawley. Other membership and promotional campaigns will, no doubt, be undertaken by the Council.

Plans are being formulated by the Council to start a series of research projects dealing with various phases of rehabilitation. Means of financing such projects are now being sought. A further report on this aspect of the Council's work will be prepared at a later date.

Inquiries about the Council may be sent directly to the Executive Director of the Council, Miss Maya Riviere, 1790 Broadway, New York 19, New York, or to the writer.

LOUIS LONG
City College of New York

¹ Copies of the booklet are sold by the NCR (1790 Broadway, New York 19, N. Y.) at ten cents each.



LYLE H. LANIER

Head of the Department of Psychology, New York University

Editor, *Psychological Bulletin*

APA representative on the Social Science Research Council

Across the Secretary's Desk

HOW TO OBTAIN A CIVIL SERVICE POSITION¹

Numerous notes in the *Psychological Notes and News* columns of THIS JOURNAL have called attention to Civil Service vacancies for psychologists in the military departments and civilian agencies of the Federal Government. The purpose of this column is to describe the procedures followed in making appointments to these positions and to outline the steps to be taken by any psychologist who wishes to be considered for such appointment.

Practically all civilian employees of the Federal Government are hired under Civil Service regulations. Psychologists, in common with other scientists, are classified under the "Professional" job series. Each professional level has a designating number and a fixed salary, as shown in the following table. Periodic salary increases within each of the grades, except P-8 and P-9, gradually increase a person's salary to approximately the starting level of the next higher grade. Minimum requirements for appointment in the professional grades may include either specified education, experience, or both. Requirements are given in the table and throughout this article for Research Psychologists.

The first step in applying for Civil Service appointment is to secure a Civil Service Form 57 and a Form 5001-ABC from any post office or Civil Service branch office. They should be filled out completely and in detail. The applicant should append as many additional sheets as necessary to give a full account of his psychological training, previous positions, publications, honors, and any other details that will aid in making an appraisal of his qualifications.

Students with an AB degree and a major in psychology, like AB's with majors in several other fields, are eligible to take the examination for Junior Professional Assistant (Civil Service Grade P-1, \$2974 a year). The student who plans to take his AB in June, 1950 should ask for an application form in

October or November of 1949, because the next application date is planned for about that time.

Applicants for appointment at grades P-2 through P-3 are required to take written examinations covering the general field of psychology and psychological measurement.

Applicants for appointment at P-4 and higher grades are rated solely upon their records. After an applicant's Form 57 is received by the Commission, it is examined to make certain that he meets the minimum requirements. If he does, he is sent a supplementary form on which he gives details of

Civil Service Grade	Starting Annual Salary	Minimum Education and Experience Requirements
P-2	\$3727	One year graduate study, or AB and one year experience.
P-3	4480	AB and two years' experience, or PhD requirements completed.
P-4	5232	Four years of progressive professional experience in conducting or participating in important research projects in psychology. The same length of experience is required for all grades P-4 through P-8, but for the higher grades, the experience must have been at successively higher levels of responsibility. Graduate study may be substituted for experience under some conditions.
P-5	6235	
P-6	7432	
P-7	8510	
P-8	10,305	Filled by special appointment only.
P-9	12,000 to 15,000	

three research projects for which he has been responsible. The Commission then sends vouchers to former employers, teachers, or the references named by the applicant. These vouchers request information regarding the applicant's standing and reputation in the profession and ask the reference to rate the applicant on a number of variables. When all of this information is collected, it is then examined by a Committee of Expert Examiners, a committee consisting of psychologists representing the government agencies which employ the largest numbers of psychologists. (The establishment of this committee was described in the *American Psychologist*, 1946, 1, 95.) The Committee decides the Civil Service grade

¹This is an unofficial description of the procedures of the Civil Service Commission; official details about the P-2 and P-3 positions for Research Psychologists can be obtained by asking for Announcement No. 121 (Assembled); for P-4 to P-8 positions in the same field, ask for Examining Circular EC-9; for positions in clinical psychology from P-3 to P-6, ask for Announcement No. 33 (Unassembled). These announcements can be obtained by writing to the U. S. Civil Service Commission, Washington 25, D. C.

at which each applicant is qualified and returns his papers to the Civil Service Commission.

After all of these steps have been completed a person's name finally goes onto a "register." When an agency wishes to employ a psychologist at a given grade, say P-6, it requests the P-6 Research Psychologist register from the Commission. Appointments are normally required to be made from these registers. An agency is allowed to appoint someone whose name is not on the register only (a) if the register is cleared, that is, if there are no names left on it, or (b) if the agency can show that no one on the register is qualified for the particular job to be filled.

It takes a long time to go through all these processes in order to accept a position for which a Civil Service rating is necessary. For P-2 and P-3 positions it is necessary to wait until the examination is offered. The last list of persons eligible for examination for P-2 and P-3 was closed on November 9, 1948; another list will be made up this coming autumn.

Persons who wish to be considered for P-4 or higher appointments can submit a Form 57 at any time; there is no assembled examination, there is a shortage of applicants, and the Commission is therefore keeping registration open continuously and indefinitely.

After a Form 57 is filed, it takes three months at a very minimum, and more usually from four to six months, before all of the paper work is accomplished which gets an applicant rated and on a register and so ready for appointment. The slowness is due partly to the Civil Service Commission; it was never designed for the rapid recruitment of scientists, and as the Federal Government has employed larger and larger numbers of people in new fields, it has gradually become impossible for the Commission to handle all of its work as expeditiously as an eager applicant would like. Partly the slowness comes from the procedures set up by the Committee of Expert Examiners. It does a very thorough job of rating applicants and several weeks are required to write for and to receive all the information that the Committee asks from the applicant himself and from his references.

Because the procedures are slow, there have been many recommendations, including a recent one by the Hoover Commission, that the recruitment and hiring of scientists and other high level specialists be removed from Civil Service and put directly in the hands of the employing agencies. That recommendation has not been acted upon, but if it is ap-

proved, it should speed up the process. At its best it will allow as rapid employment as can now be offered by industrial or other non-governmental agencies.

The slowness of Civil Service procedures has led some agencies to arrange for more rapid types of appointment. The Navy is able to hire people rapidly on a temporary basis. The Army is seeking such authority, but does not yet have it. But these temporary appointments are unsatisfactory for a person interested in a position lasting a year or more. His tenure is uncertain; he has no sickness or leave privileges; he is dependent upon the ability of himself and his employer to get his papers through Civil Service so that he can be transferred to a permanent status. Consequently, many psychologists have not found temporary appointment satisfactory.

There is one use for temporary appointments which will probably increase in popularity, namely, appointment for a short period such as a summer vacation. For short-time research projects, for exchanges between a government laboratory and a university, for an experimental internship, and for similar purposes, periods of temporary appointment should be possible. Actually they are difficult to arrange except in the Navy. This is another point on which there are many recommendations for changes in the rules.

Despite the creaky machinery necessary to secure appointment, there are a good many positions offering desirable research opportunities and salaries. The government agencies are aware of the fact that they are handicapped in competition with universities when they seek research psychologists. To overcome that handicap, they can offer higher salaries and better research equipment. Psychologists who are interested in these opportunities should fill out a Form 57 immediately in order to insure their names being on a register by next September. Neither filing a Form 57 nor any of the subsequent steps commits the applicant to accepting any appointment that is offered. In fact, after the psychologist has qualified, he can write to the Civil Service Commission saying: "I am not available for appointment now. Please do not submit my name to any prospective employer."

After filing his Form 57, the psychologist might inform the APA placement system of his expected availability for government positions; or he can examine the *Notes and News* columns of the last few months for the names and addresses of recruiting officers of several government agencies.

HELEN M. WOLFLE

Psychological Notes and News

The tenth of each month rather than the fifteenth is the Notes and News deadline for 1949, because of a change in schedule with the printer.

Frank A. Geldard, on leave of absence from the University of Virginia, was appointed February 8 as research chief of the Human Resources Branch of the Division of Research and Development, Department of the Air Force, Washington, D. C. The appointment is at the rank of P-9.

Arthur W. Melton, on leave of absence from the Ohio State University, was appointed March 20 as technical director of the Human Resources Research and Development Program, at the rank of P-9. He will be stationed at the headquarters of the Air Training Command, Barksdale Air Force Base, Shreveport, Louisiana.

David Krech has been granted a year's leave of absence from the University of California to serve as visiting professor of social psychology at the University of Oslo, Norway. The University of Oslo has embarked on a five-year program during which they will have various American social scientists as visiting professors. Last year Paul Lazarsfeld of Columbia University spent a semester at Oslo under the same program.

B. von Haller Gilmer of the Carnegie Institute of Technology and **William M. Lepley** of the Pennsylvania State College spent several days at the Air University, Maxwell Field, Alabama, as consultants to the Air Force Academy Planning Board, helping to plan the curriculum for the proposed new Air Force Academy.

Eldred F. Hardtke, formerly resident in psychiatry at the John Sealy Hospital, was recalled to active duty in the Army Medical Corps in July, 1948 for a two-year period. In addition to his duties as ward officer at Brooke General Hospital, Fort Sam Houston, he has been assigned as psychiatrist to the recently opened Child Guidance Clinic there. This is the first, and to date only, child guidance clinic sponsored by the Army. The clinic is under the direction of Major Frederick Zehrer, clinical psychologist.

Major Jerome G. Sacks, MSC, USA has been transferred from Fort Sam Houston to the Office of the Surgeon General, where he has been assigned as assistant chief of the Clinical Psychology Branch. Major Sacks will spend the next few months on a research project in connection with the Army's clinical psychology research program.

John P. Mundy, formerly of the VA Guidance Center of the University of Virginia, has accepted a position in the personnel department of the Capital Transit Company of Washington, D. C.

William U. Snyder served as consultant on psychotherapy under the auspices of the University Center in Georgia, visiting the University of Georgia, Emory University, and Georgia Institute of Technology.

Michael B. Dunn has resigned from the Winter VA Hospital to become the educational director of the Devereux Schools of Devon, Pennsylvania and Santa Barbara, California.

Laurel Childe, formerly psychologist with the New York State Department of Mental Hygiene, has accepted a position as psychologist and child therapist in the Montgomery County Mental Hygiene Clinic.

Henry F. Daum has accepted a position as assistant superintendent and business manager of the Abington Public Schools, Pennsylvania.

Harry Helson has resigned from Bryn Mawr College to accept an appointment as full professor and chairman of the department of psychology at Brooklyn College. **Edward Girden** is serving as acting chairman for the present academic year.

Frederick Wyatt has resigned as chief psychologist at McLean Hospital and as psychologist at Massachusetts General Hospital to accept the position of chief psychologist at the Cushing VA Hospital, Framingham, Massachusetts.

Esther Lee Mirmow, formerly a school psychologist in San Diego, has been appointed as research

assistant in medical psychology at the Child Guidance Clinic of Washington University.

Ruth Bishop, formerly of the University of Tennessee, has accepted the position of personnel consultant to the Chicago Civil Service Commission.

Charles L. Odom has resigned as chief clinical psychologist in the VA Hospital at New Orleans to accept a position as chief clinical psychologist in the newly activated Mental Hygiene Clinic in the Masonic Temple Building in New Orleans.

Victor Goertzel, formerly clinical psychologist at the Wayne County General Hospital, has been appointed psychologist at the recently opened Wayne County Mental Health Clinic, at 610 Griswold Building, Detroit 26, Michigan.

Evelyn M. Carrington is on leave of absence from the Texas State College for Women to serve as visiting professor of educational psychology at the University of Texas for 1948-49.

John D. Foley, formerly of the Office of the Dean of Students, University of Minnesota, is now clinical psychologist at the Minnesota Psychiatric Institute, Minneapolis, Minn.

Alexander Goldman, formerly of the Domestic Relations Court, New York City, has joined the VA as personal counselor for the Rochester, New York office.

Abraham Jacobs, now psychologist-counselor with the Cincinnati Jewish Vocational Service, has been appointed supervisor of the Cincinnati District for the Ohio State Rehabilitation Services for the Blind.

The department of psychology of Long Island University announces that the following psychologists have been added to the staff: Nathan Israeli, as associate professor; David P. Ausubel, as lecturer; Joseph Stubbins, Peter Stevens, and Gabriel Elias, as instructors; and Jules Barron, as assistant.

Walter Bernard and Robert D. Weitz have been promoted to the rank of assistant professor.

The APA Committee on Professional Training below the Doctoral Degree, which was established last September by the Council of Representatives,

has now been appointed. Howard P. Longstaff is chairman. Other members are Norma F. Cutts, L. D. Hartson, Clifford E. Jurgensen, Wilson McTeer, Katherine M. Maurer, Sidney L. Pressey, George S. Speer, and Howard R. Taylor.

The Rorschach technique is listed as one of their interests by 18 per cent of APA members with biographies in the 1948 APA Directory.

Psychologists on sabbatical leave, who wish a visiting professorship or other employment for part of their year, are invited to write to the APA office. Wayne Dennis has suggested that we establish such a register, and Dean Worcester has suggested that the APA maintain a register of psychologists on retirement status who might be available for a semester or two. The APA office will be glad to maintain such lists if there are registrants.

The 13 VA Branch Offices were eliminated on January 31, 1949. All supervision which has heretofore been carried on by them will now be directed from the Central VA Office in Washington.

The Committee on Aviation Psychology of the National Research Council was invited by the Secretary of the Navy to observe activity on the Navy's aircraft carrier *Saipan* while on a cruise to Guantanamo Bay, Cuba. Those making the cruise were George K. Bennett, Dean R. Brimhall, Glen Finch, Paul M. Fitts, Eric Gardner, Frank Geldard, Morris S. Viteles, E. S. Ewart, John C. Flanagan, Phillip J. Rulon, David Bakan, Alexander C. Williams, Capt. W. E. Kellum, Lt. Comdr. W. J. Robinson, Lt. Harry J. Older, Lt. W. F. Madden, John W. Macmillan, and Commander N. L. Barr.

The first appointments have been made to the program of post-doctoral research and training in client-centered therapy at the Counseling Center of the University of Chicago, under the general supervision of Carl R. Rogers. The appointees are: Louis S. Cholden, MD; Cornelia Doty, PhD; Elinor F. Griffin, PhD; and Robert W. Leeper, PhD.

Division 12 Questionnaire. Twelve hundred psychologists have already returned the questionnaire regarding the practice of psychotherapy and counseling, which was circulated by the Committee on Therapy of the Division of Clinical and Abnormal

Psychology. Members of the APA who have received questionnaires and have not yet returned them are urged by the committee to get them to David Rapaport, Austen Riggs Foundation, Stockbridge, Mass., before the deadline of March 30, 1949.

The consultants in clinical psychology to the Surgeon General, United States Army, met in Washington on January 13. Col. John M. Caldwell, Wayne Dennis, Lt. Col. Charles S. Gersoni, Col. Othmar Goriup, William A. Hunt, Carlyle F. Jacobsen, James G. Miller, Major Jerome G. Sacks, and David Shakow attended.

The International Council of Women Psychologists elected the following officers for the current year: Gladys C. Schwesinger, president; Lillian G. Portenier, vice-president; Emily Burr, Elizabeth Duffy, Cecile W. Flemming, Margaret Ives, Wilda Rosebrook, Sara Stinchfield-Hawk, and Margaret Wylie, board members; Evelyn M. Carrington, University of Texas, editor of the News Letter; and Doris T. Allen, Longview Hospital, Cincinnati 16, Ohio, secretary-treasurer.

The Intercollegiate Psychology Association is an intercollegiate psychological organization which includes 17 colleges at present. The first annual convention was held at Teachers College, Columbia, on December 11, 1948. Gardner Murphy gave an address entitled *The Skeptical Psychologist*. A symposium with Laurance F. Shaffer as moderator featured as speakers Alexandra Adler, Herbert Birch, Kenneth Clark and Zygmunt Piotrowski. In the evening the program committee arranged a dance.

A research seminar on Communication and Public Opinion is being sponsored by the Committee on Communication and the departments of political science, psychology, and sociology of the University of Chicago, and by the National Opinion Research Center, for the period August 1 to September 3. Among the participants will be Hans Speier and Paul Lazarsfeld, visiting professor of sociology for the second term. Persons interested in this program should write to Clyde Hart, Director, National Opinion Research Center, 4901 Ellis Avenue, Chicago.

Northwestern University received a grant of \$13,500 from the Carnegie Corporation to assist in

the development of a joint introductory course covering the fields of anthropology, psychology, and sociology.

The Carnegie Institute of Technology announces the establishment of its graduate program for the PhD degree in psychology, to start September, 1949. The new psychological laboratories are now complete. In addition, the facilities of the Bureau of Measurement and Guidance, including a reading clinic, are available. The instructional staff consists of 12 full-time members supplemented by part-time lecturers from industry. For information concerning graduate work and fellowships, write to B. von Haller Gilmer, Head, Department of Psychology, Carnegie Institute of Technology, Pittsburgh 13.

The University of Buffalo is now granting the PhD degree in psychology. Applications for graduate school should be made to the Dean of the Graduate College of Arts and Sciences, University of Buffalo, Buffalo 14, New York.

New York University has established a Psychological Research Center in the Graduate School of Arts and Science. The Center will conduct psychological research in the following major areas of psychology: (a) general experimental psychology, with applications to problems in sensory, motor and symbolic proficiency; (b) the psychology of individual differences and adjustment, with applications in personnel and clinical psychology; (c) social psychology, with applications to the study of attitudes and human relations. The Center is administered by a Committee whose chairman is Lyle H. Lanier; other members are Thomas N. Jenkins and William D. Glenn, Jr.

Chico State College was given a grant of \$7150 by the Rosenberg Foundation in San Francisco to assist the college in financing workshops in student counseling. The first of the workshops will be held in Chico from June 20 through July 15, 1949. Edmund G. Williamson and John G. Darley will be special lecturers and consultants. Hugh M. Bell of Chico State College will teach courses in counseling techniques. A maximum of sixty students has been set for the 1949 Workshop.

The Ohio State University announced that 19 positions as officers and committee members of the APA

are held by faculty members, and 24 positions are held by former graduate students from the university, making a total of 43.

A School for Genius is planned by the Hartford Foundation. Some twenty buildings, in the region of Santa Monica, will be designed by Frank Lloyd Wright, and an annual outlay of \$150,000 is planned. Some 50 to 75 university graduates in all fields of specialization would be in residence each year.

The New York State Psychological Association held its annual meeting in February at Hunter College, with 300 in attendance. Certification of psychologists was the main topic of discussion. George K. Bennett gave his presidential address on the topic, *Some Explorations in the Prediction of Inventiveness*. Arthur W. Combs is president for 1949-50.

The Connecticut State Psychological Society elected the following officers at its fiftieth annual meeting in Hartford in December: Irvin L. Child, president; Elmer R. Hagman, president-elect; Norma E. Cutts, William D. Orbison, Helen Peak, and Seymour B. Sarason, council of directors; and Paul S. Burnham, Drawer 1003A Yale Station, New Haven, Connecticut, secretary.

New officers of the Connecticut Valley Association of Psychologists for the year 1949 are: William D. Orbison, president; Bernard J. Covner, vice-president; S. Rains Wallace, program chairman; and Wilbert S. Ray, Trinity College, Hartford 6, Connecticut, secretary.

The New York Society of Clinical Psychologists announces that those seeking membership in the organization should obtain application forms from Mr. Sam Perlman, 850-B Ninth Lane, Jamaica Bay Houses, Brooklyn 12, New York.

The Hawaiian Psychological Association has been formed by a group of fellows and associates of the American Psychological Association. An organization meeting was held January 12, 1949 at the University of Hawaii. The following officers were elected for 1949: Theodore W. Forbes, president; Colin J. Herrick, president-elect; Helen E. Peixotto, secretary-treasurer; W. Edgar Vinacke, representative to the APA; and Mildred C. Mendenhall, representative-at-large to the Executive Council. Psy-

chologists in Hawaii desiring membership can obtain forms and information by writing to the secretary at the University of Hawaii, Honolulu 14, T. H.

The Fourth Annual Coordinating Conference will be held at the Western State Psychiatric Institute and Clinic of Pittsburgh on March 31 and April 1, 1949. The theme of the program is *Progress and Implications in Research*. The speakers in psychology will be Elliott H. Rodnick and Frederick Wyatt.

Additions to the graduate assistantship list and to the intern table are as follows:

Bowling Green State University, Bowling Green, Ohio. Apply for admission to Dr. Emerson Shuck, Director, Graduate School. Tuition: resident, \$67.50; nr, \$105.00. Limited number of fellowships and scholarships. Six graduate assistantships; 15 hours work; stipend, \$750 ex. Apply by March 1 to Dr. J. E. Wenrick, Chairman, Dept. of Psych.

Psychological Services Center, Syracuse University, Syracuse 10, N. Y. Stipend \$1050 to \$2400 per annum; no maintenance. Age, 21-40; either sex; MA usually required. For further information write to Chairman, Committee on Assistantships.

Saint Elizabeths Hospital, Washington 20, D. C. Stipend: junior level, \$1600; senior level, \$2200; no maintenance. Age, 20-45; either sex; MA required for junior level; PhD required for senior level. For further information write to Dr. Winfred Overholser, Superintendent.

Teachers College, Columbia, announces a five-month fellowship of \$750 to a post-MA student in the field of vocational guidance, with apprenticeship training given at the Jewish Vocational Service in Cleveland. An appointee will be designated jointly by Prof. Donald E. Super, representing the Teachers College Guidance Department, and Mr. Sidney Lewine, representing the Cleveland agency.

Summer research fellowships of the New York Zoological Society, for three months from June 15 to September 15, PhD in any one of several biological fields including psychology, to provide opportunities for advanced research workers to study the behavior of the Society's collection of animals at the New York

Zoological Park (Bronx Zoo). Salary \$500 for three months. Write to New York Zoological Society, Behavior Research Program, Bronx Zoo, New York 60, New York.

Army commissions at the rank of second or first lieutenant in the Regular Army are offered to experimental psychologists and other critically needed scientists, according to a release from the Headquarters of the First Army, Information Section, 90 Church Street, New York 7. Further information can be obtained on request.

Assistant professor, beginning September, 1949, man, under 40, PhD, or requirements practically met; to teach clinical and general psychology. Approximately two-thirds of time to be devoted to teaching and one-third time to clinical counseling (not vocational guidance) with students on campus. Salary \$3800 to \$4200 (nine months), depending on experience.

Assistant professor (perhaps instructor), beginning September, 1949, man, under 40, PhD, or requirements practically met; to teach experimental, general, and statistics. Salary \$3500 to \$4000 (nine months), depending on experience. Apply to Dr. H. M. MacPhee, Chairman, Department of Psychology, University of Delaware, Newark, Delaware.

Clinical psychologist needed as soon as possible, to work as part of a three-profession team in the usual mental hygiene clinic setting. The psychologist would be expected to do psychometrics when indicated, including projective tests, and also desirably some treatment in consultation with psychiatrists; opportunity for evening teaching. Salary dependent on qualifications.

Psychometrist, to test in vocational counseling program. Salary dependent on qualifications. For additional details write L. R. Cummins, Coordinator, Community Guidance Center, 20 West Gaston Street, Savannah, Georgia.

Research psychologists, as soon as possible, rank not stated, to do research for the U. S. Air Force in regard to operational conditions in the Arctic. Apply to Professor L. D. Carlson, Assistant Dean of the Medical School, University of Washington, Seattle 5, Washington.

Chief clinical psychologist, as soon as possible, either sex, PhD, clinical experience with both adults and children desired; duties as clinical psychologist in Child Guidance Center, supervisor of training in clinical psychology, university teaching and personal research. Apply to Dr. John W. Stafford, Acting Head, Department of Psychology and Psychiatry, Catholic University of America, Washington, D. C.

Visiting professor, beginning July 1, 1949, for academic year, to assist in giving advanced courses in general psychology, teach latest trends and techniques in evaluation, and give instruction in psychological tests and measurements; at the University of the Philippines, Manila; under the Fulbright Program; stipend may be expected to bear a reasonable relation to the grantee's present salary. Funds are available to cover maintenance and transportation. Apply to Conference Board of Associated Research Councils, Committee on International Exchange of Persons, 2101 Constitution Avenue, Washington 25.

Research administrator, Navy. Civil Service appointment at P-6 grade (salary \$7432.20 per year); to serve as assistant to J. W. Macmillan and H. A. Imus in the Psychology and Psychophysiology Branches of the Office of Naval Research. Duties will include administrative handling of research contracts in psychology and psychophysiology with universities and other research agencies. Applicants should have PhD, training in experimental psychology, and knowledge of social and physiological psychology. Man preferred. Apply to Dr. John W. Macmillan, Psychology Branch, Office of Naval Research, Washington 25, D. C.

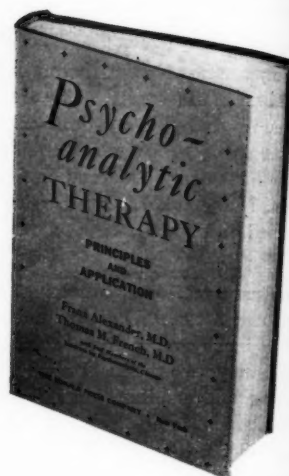
Teacher, beginning September, 1949, to teach in one or more of the fields of experimental, clinical, or physiological psychology. Salary \$3000 to \$4000, depending upon experience and training. Apply to Dr. Raleigh M. Drake, Kent State University, Kent, Ohio.

Clinical psychologist, Texas, wanted for the Texas State Department of Health, Division of Mental Health, Austin 2, Texas. The duties are those of assisting the director of the Division of Mental Health to plan and administer clinical psychology for the state mental health program. PhD preferred, or certification by ABEPP; three years of experience as a minimum. Salary, \$4500-5652. Apply to the Director, Dr. Elizabeth Gentry.

Authoritative Books for Psychologists

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FRANZ ALEXANDER, THOMAS M. FRENCH, et al., *Chicago Institute for Psychoanalysis.* Comprehensive information on the new era of medicine called "psychosomatic", in a collection of papers based on the psychoanalytic study of patients suffering from chronic disturbances such as peptic ulcer, bronchial asthma, acute laryngitis, hay fever, eczema, migraine, and others. Written during the past 16 years by the Staff of the Chicago Institute for Psychoanalysis, they present a method of approach to the study of disease which utilizes all available sources of information—the observation of behavior, verbal communication, and bodily symptoms. The papers are classified according to type of somatic disturbance. "Contains many . . . simply stated truths in the field of psychosomatic medicine . . . An important addition."—Dr. Frank G. Slaughter, N. Y. Times. 568 pages. \$7.50



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A Message to

CLINICAL PSYCHOLOGISTS

AND STUDENTS

For many years we have been convinced that an adequate personal library of specialty journals is essential for the practicing clinician. In other professions, such as medicine or dentistry, students are encouraged to start building a professional library soon after beginning their course of study. To this end, many professional journals offer special subscription rates to students.

There are a number of reasons why an adequate library of professional journals is even more essential than ownership of textbooks. First, there is a time lag of from five to ten years before important new work can be assimilated into textbooks. During this period, such new material is available only in the original sources. Second, most clinicians will want to evaluate the new work for themselves since only in the original sources are the data completely presented. Finally, the specialty journals make possible a much more complete coverage of the whole field than is possible from textbooks.

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